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ABSTRACT

Forty guidance counselors and teacher-counselors, who were interested in improving their skill and competence in dealing with desegregation problems, met for a period of five weeks from June 12 to July 14, 1967. The main content of the Institute program consisted of classroom and practice experiences: (a) the classroom courses were concerned with the psychology and sociology of school desegregation, and the dynamics of race relations; (b) the practice experience centered on a human relations practicum, "T" groups, and the use of audio-visual materials. (Author)

ED056117

A REPORT:

INSTITUTE FOR THE PREPARATION OF COUNSELORS AND TEACHER-COUNSELORS
FOR
EFFECTIVE SERVICE AND LEADERSHIP IN DESEGREGATED SCHOOLS

June 12 - July 14, 1967

by

Jonathan Jackson, Project Director
David Kirkpatrick, Associate Director

Sponsored by

Clark College and supported by a contract
from the United States Department of
Health, Education, and Welfare

ATLANTA, GEORGIA
November, 1967

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ABSTRACT

Identification:

Institute for the Preparation of Counselors and Teacher-Counselors for Effective Service and Leadership in Desegregated Schools.

Report prepared by Jonathan Jackson, Project Director, and David Kirkpatrick, Associate Director.

Contract Number OEC 2-6-000166-1966 P.L. 88-352, Title IV, Section 404, The Civil Rights Act of 1964.

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Atlanta, Georgia

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Date transmitted: December 21, 1966

Dates of Project:

Beginning date - April 1, 1967 - Ending date - June 1, 1968
Planning period - April 1, 1967 to June 12, 1967
Institute period - June 12, 1967 to July 14, 1967
Follow-up period - July 15, 1967 to June 1, 1968

Participants:

Total number - 40
Types of personnel represented - Guidance Counselors - 21
Teacher-Counselors - 17
Principals - 2

School systems represented - Georgia - 39
Alabama 1

Objectives of the Program

Forty Guidance Counselors and Teacher-Counselors who were interested in improving their skill and competence in dealing with desegregation problems met for a period of five weeks--June 12 to July 14, 1967--at Clark College in Atlanta, Georgia:

(1) To develop basic understandings about the relationship between the democratic ideal and an integrated society;

(2) To develop basic understandings about the impact of segregation on the development of human potentialities;

(3) To develop understandings of problems and characteristics of impoverished communities and the nature, cause and effects of cultural deprivation;

(4) To develop basic understandings and skills with which to cope effectively with persistent school problems arising from desegregation;

(5) To improve the human relations of counselors and teacher-counselors via increased self-understanding and understanding of others.

Procedures:

The main content of the Institute program was made up of classroom and practice experiences: (a) the three classroom courses were "Psychology and Problems of School Desegregation," "Sociology and the Problems of School Desegregation," and "The Dynamics of Race Relations;" (b) the practice experience centered in the "Human Relations Practicum," the "T" groups, and the "Audio-Visual Materials Laboratory."

The classroom experience was made up of lectures, group discussions, panels, demonstrations and films. The students met in the classroom from three to five times a week over a two-hour period.

The Human Relations Practicum was a programmed learning experience. Participants divided in pairs and completed it during ten one-hour sessions.

The "T" groups, or Sensitivity groups, were conducted in the afternoons. About fifteen participants met each afternoon for a period of ten days, and sought to understand each other on a deep emotional level.

The Audio-Visual Materials Laboratory was held daily; it introduced participants to a variety of Audio-Visual aids pertaining to the study of race relations.

The field trips were carried out by single individual pairs and small groups. A listing of the places visited is in the Appendix.

The follow-up phase of the Institute will consist of (a) A one-day conference with participants and staff, to be held at Clark College in February of 1968, for the purpose of sharing new experiences and approaches in the desegregation of schools; (b) Visits from the staff of the Institute will be made, too, upon invitation, to consult with participants and meet with groups in their schools for discussions of relevant issues on school desegregation; and (c) Pertinent materials will be mailed at intervals throughout the year to the participants.

Results and Conclusions:

Results and conclusions of the Institute will be made later in this report, but those aspects of the program that were of special interest to the participants were (a) The sensitivity or "T" groups, which enabled them to really understand their emotional selves; (b) The Human Relations Practicum which helped them to grow in effective interpersonal relations; (c) Speakers brought in throughout the course in The Dynamics of Race Relations; these speakers explored the historical and contemporary aspects of Negro-white relations in America; and (d) The psychology course, which was helpful and interesting, especially its Human Relations section.

PREFACE

Since public school counselors hold such an important position within the schools--participating in the making of decisions that influence the whole school, and working directly with individual students--it was felt that an Institute dealing intimately with the problems of desegregation would be of benefit to them.

In many parts of the country, school desegregation presents a problem to the community and the school. Persons such as counselors are in key positions to help realize the democratic ideal.

The purpose of the Institute was to help forty counselors and teacher-counselors to:

> Develop an understanding and appreciation of the Negro-white relations in America through a study of history, anthropology, sociology, psychology, and guidance;
>
> Develop an awareness of what it means to grow up and study in a desegregated school situation;
>
> Develop facility in interpreting and administering tests;
>
> Develop an awareness of themselves and their own roles in functioning and working in a desegregated school.

The report which follows is an examination of this Institute--its good points and weak points. Much thanks is due to those in the United States Office of Education who helped; Dr. Wiley S. Bolden, Dean at Clark College; Dr. Vivian W. Henderson, President of Clark College; and Mr. William Morrell, Clark College Business Manager.

October, 1967

Jonathan Jackson
David Kirkpatrick

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THE INSTITUTE ON EFFECTIVE SERVICE AND LEADERSHIP IN DESEGREGATED SCHOOLS

The Institute on Effective Service and Leadership in Desegregated Schools was set up and designed to help implement recent legal enactment concerning school desegregation; it was designed also to provide experiences for those counselors and teacher-counselors who felt a need to improve themselves in working in a desegregated situation.

Participants

There were forty participants in the Institute. Among these were twenty-one guidance counselors, seventeen teacher-counselors, and two principals. Thirty-nine of the participants were employed by school systems in Georgia; one participant was employed by a school system in Alabama.

A breakdown of the participants by race reveals that twenty-eight were Negro and twelve were Caucasian. The names, business addresses, and titles of each participant are listed below.

Name	Business Address	Title
1. Mrs. Sara Barnett	Flintside Elem. School 2610 South Jackson St. Albany, Georgia	Teacher
2. Mrs. Elizabeth Bolden	Booker T. Washington High 45 Whitehouse Drive, S.W. Atlanta, Georgia 30314	Counselor
3. Miss Wanda Breedlove	Hooper-Alexander 3414 Memorial Drive Decatur, Georgia	Teacher

Name	Business Address	Title
4. Mr. Neill Bridges	East Point Elementary 1286 East Washington St. East Point, Georgia	Principal
5. Mrs. Mary Callins	Main High School 51 Washington Drive Rome, Georgia	Teacher
6. Mrs. Lela M. Coman	Samuel Ullman High 625 Twelfth St. South Birmingham, Alabama	Counselor
7. Mr. John Cooper	Hooper-Renwick School Neal Boulevard Lawrenceville, Georgia	Teacher
8. Mr. Robert L. Cotton	Summer Hill School 129 Aubrey Street Cartersville, Georgia	Counselor
9. Mr. James Daniel	W.A. Quillian Elementary 3621 Norman Berry Drive Wast Point, Georgia	Teacher
10. Mr. Ray Dickinson	Gordon Military College College Avenue Barnesville, Georgia	Counselor
11. Mrs. Hester Edmonds	Brown Elementary School Brown Court Smyrna, Georgia	Teacher
12. Mr. J. Maurice Fain	Fayette County High Fayetteville, Georgia	Counselor
13. Mr. Kirby Freeman	S.H. Archer High School 2250 Perry Boulevard Atlanta, Georgia	Teacher
14. Mr. James Gaines	W.A. Fountain High School West Street Forest Park, Georgia	Counselor
15. Mrs. Mary F. Gant	Hutto High School 1201 East Planter Street Bainbridge, Georgia	Counselor

Name	Business Address	Title
16. Mr. Walter C. Gray	Lakeside High School 3801 Briarcliff Road Atlanta, Georgia	Counselor
17. Miss Peggy A. Hadaway	Jonesboro Sr. High School 100 Mount Zion Road Jonesboro, Georgia	Counselor
18. Mrs. Ella D. Heard	Blackwell Memorial High Mill Street Elberton, Georgia	Teacher
19. Mrs. Corinne Hosch	Campbell High School 3071 South Atlanta Road Smyrna, Georgia	Counselor
20. Mrs. Margaret Jenkins	Spencer High School 1830 Shepherd Drive Columbus, Georgia	Teacher
21. Mrs. Margaret Johnson	Bartow Elementary P. O. Box 610 Cartersville, Georgia	Teacher
22. Mr. Walter Johnson	Bartow Elementary P. O. Box 610 Cartersville, Georgia	Principal
23. Miss Dorothy Kain	Lakeside High School 3801 Briarcliff Road Atlanta, Georgia	Counselor
24. Mrs. Bobbie Kirby	Jackson Heights 1305 East Second Avenue Albany, Georgia	Teacher
25. Mr. Ralph Lowe	Summer Hill School 129 Aubrey Street Cartersville, Georgia	Teacher
26. Mrs. Lucealus McWhorter	Bertha Alvin Elementary Danville, Georgia	Teacher
27. Mrs. Geraldine Mitchell	Hooper-Renwick School Miller Neal Boulevard Lawrenceville, Georgia	Teacher

Name		Business Address	Title
28.	Mr. David Nunnally	Lyons Junior High 2190 Winterville Road Athens, Georgia	Counselor
29.	Mrs. Alsie H. Parks	West Side High School Lincolnton, Georgia	Counselor
30.	Mrs. Willie G. Randall	Charles L. Harper High 3399 Collier Drive Atlanta, Georgia	Counselor
31.	Mr. Dick Riner	Morgan Elementary School 4901 Fabus Avenue Macon, Georgia	Counselor
32.	Mr. Fred Sartain	Bibb County Elementary Macon, Georgia	Counselor
33.	Mrs. Eva B. Walls	Harrison High School East Twelfth Street West Point, Georgia	Teacher
34.	Mr. Melvin Waples	Fayette County Training P. O. Box 187 Fayetteville, Georgia	Counselor
35.	Mrs. Ola Washington	Spencer High School 1830 Shepherd Drive Columbus, Georgia	Counselor
36.	Mr. Alan Weissberg	Lemon Street High School Lemon Street Marietta, Georgia	Counselor
37.	Mrs. Rebecca Wideman	Price High School 1670 Capitol Avenue Atlanta, Georgia	Teacher
38.	Miss Annie Williams	Pearl High School Pearl Street Madison, Georgia	Counselor
39.	Mrs. Jean C. Wilson	Price High School 1670 Capitol Avenue Atlanta, Georgia	Counselor
40.	Mrs. Pearle P. Wood	A. S. Clark Fifteenth Street South Cordele, Georgia	Teacher

STAFF

The continual staff of the Institute included the following people: the director, associate director, one full-time teacher, a Sociologist, a part-time teacher, a Human Relations expert, and a part-time Audio-Visual specialist. Giving support to the staff were two clerical workers. Also supplementing the staff members were special lecturers and consultants.

Below is a description of the role of each staff member which will be added to later by evaluations made by each one of the participants of the Institute.

Dr. Jonathan Jackson - Institute Director

Dr. Jackson guided the selection of the Associate Director, teachers, and staff of the Institute. He sent out letters inviting participants to be part of the Institute. He called periodic meetings of the staff for evaluation and planning of the Institute.

Dr. Jackson also planned, coordinated and presented a five-week course in "The Dynamics of Race Relations." This course was designed to improve understanding of Negro-white relations through history, sociology, anthropology and literature.

Dr. Jackson delivered many of the lectures, while many were given by outside authorities. Some of the lecturers included Dr. Ina Corinne Brown, Dr. Darwin Turner, Dr. Vivian W. Henderson, and Dr. J. Mason Brewer. More information on the lecturers is found in the section on consultants.

Dr. Jackson's study of the general literature of the field did much to heighten interest of the participants.

Mr. David Kirkpatrick - Associate Director of the Institute

As Associate Director of the Desegregation Institute, Mr. Kirkpatrick assumed many duties, most of which fell into three generally distinct categories. First, he served as one of the principal instructors of the Institute. With a Master of Arts degree in Psychology, he coordinated one of the three basic sub-programs of the Institute, "Psychology and Problems of School Desegregation." Also, in line with his duties as Instructor of Psychology, he assisted Dr. Noble in the sensitivity training sessions presented during the last two weeks, with each of three sensitivity groups meeting twice.

Second, as Dr. Jackson's associate, he was in charge of the day-to-day continuity, rhythm and flow of the Institute. In addition, he made the lengthy arrangements involved in setting up the field trips taken by each member--calling the host agencies, drafting the list of field trip options, and assisting in other "bottlenecks" involved in this particular aspect of the Institute program.

Finally, Mr. Kirkpatrick oversaw the many details and odds and ends that are seemingly insignificant, yet play a large part in adding to the comfort of the Institute participants. These included coffee, cream and sugar supplies, air conditioners, seating, lighting, sound facilities, problems concerning housing for on-campus residents, recreational programs for the members (including movies, bridge clinics, one play of topical interest, and a final party for Institute members and their families), transportation arrangements for various consultants, and other details.

Mr. Clyde Faulkner - Full-Time Instructor

Mr. Faulkner was a full-time instructor in the Institute and conducted a daily course in "The Sociology of Race Relations." His duties consisted of lecturing, leading discussions, and developing effective participation in role playing as a technique for increasing ability to understand and to cope with different kinds of race-related problems.

Mr. Faulkner is an Assistant Professor in the Sociology Department of George State College, and has been involved in a national study dealing with desegregation. His academic background includes a B.D. degree and generally indicates a professional interest in the welfare of human beings. Recently, his training and interest have leaned more in the direction of a scientific understanding of behavioral problems, and his participation in the Institute was aimed basically at an objective appraisal of interracial problems and their possible solutions.

Dr. Jeanne Noble - Part-Time Instructor

Dr. Noble taught a course called "Human Relations and Community Problems." She taught as a part-time instructor for two weeks. Her course was divided into two basic parts: in the first part she sought to convey the theory of Human Relations concepts, through lecturing, role playing and discussions. The second part of Dr. Noble's work at the Institute was conducting sensitivity groups. Here she worked with fifteen participants on a deep emotional level.

Dr. Noble's work at the Institute was perhaps the most enjoyable to the students. She was well-prepared and knew how to communicate her materials.

Mr. Curtis D. Gillespie - Part-Time Instructor

Mr. Gillespie presented films, film strips and tapes to the participants. All of these audio-visual materials were related to the objectives of the Institute.

Mr. Gillespie's professional training in the use of audio-visual aids enhanced this phase of the program. His work was appreciated by all of the participants.

CONSULTANTS

Evaluation forms completed by each participant were used to assist the staff in obtaining a clearer view of the participants' reactions to the various visiting lecturers. A copy of this form is presented in the Appendix A. A multiple choice continuum was used to rate the lecturers, with choices ranging from 1 to 7. A "1" answer indicated the participant felt the lecturer to be of highest quality, or to have the highest degree of preparedness. A "7" answer indicated, conversely, that the participant felt the lecturer to be of the poorest quality, poorly prepared, etc. All other numbered answers between 1 and 7, of course, indicated some shading of opinion between the two above-mentioned extremes. Criteria for each continuum were carefully drawn out in the introduction to the evaluation form.

General response to the lecturers was uniformly very good, with the majority of the responses on the objective evaluation section being a mixture of "1's" and "2's" with only a scattering of "3's," "4's," and even fewer "5's." An attempt will be made below to describe briefly and evaluate each lecturer.

Dr. Wiley S. Bolden, Associate Director of Research, Southeastern Education Laboratory, Atlanta, Georgia. Topic: "Personality Development of the Negro Child"

Dr. Bolden lectured on the above topic for two days, June 13 and 14. Sober and low-key, his presentation dealt with the statistics and psychodiagnostics involved in testing minority group children, and stressed the importance of the psychodynamics in the traditionally matriarchal home as they affect the development of the personality of the minority group male and female child. Audience response was interested, although not enthusiastic.

Quality of presentation	29% "1" and 34% "2"
Degree of preparedness	54% "1" and 29% "2"

Dr. Ina C. Brown, Professor of Anthropology, Scarritt College, Nashville, Tenn. Topic: "The Cultural Background of the Negro"

Dr. Brown also lectured for two days--June 15 and 16--on the cultural and historical background of the Negro. Her presentation was soft and modulated, but dynamic nevertheless, according to evaluations from Institute members. On the second day she considered her own concept of "Rights and Double Rights," (i.e., when does a civil right infringe on a personal right, or vice versa?)

Quality of presentation	91% "1" and 6% "2"
Degree of preparedness	94% "1" and 3% "2"

Mrs. Willie C. Bolden, Instructor at Georgia State College. Topic: "The Political Status of the American Negro"

Mrs. Bolden gave a lucid and thorough examination of the political status of the Negro in America. Her discussion was historical in perspective, and brought much good background information to the participants and staff. The discussion after her lecture was not as lively as some of the other discussions, but the caliber of questions asked was high and thoughtful.

Quality of presentation	19% "1" and 49% "2"
Degree of preparedness	40% "1" and 45% "2"

Dr. J. Mason Brewer, Author, Folklorist and Professor of English, Livingston College, Salisbury, North Carolina. Topic: "Protest and Courage in American Negro Folklore"

Dr. Brewer, one of the country's leading Negro folklorists, considered some of the more subtle forms of protest characterizing the nineteenth century Negro American--musical, puns, double entendres, etc.--demanded by the social and political environment at that time. He sang several songs, told humorous anecdotes about slavery and post-slavery days, and delivered some in "plantation dialect," to the delight of the Institute members, Negro and white.

Quality of presentation	60% "1" and 29% "2"
Degree of preparedness	69% "1" and 23% "2"

Dr. Bruce Rosen, Southern Director of Education, Anti-Defamation League of B'nai B'rith, Atlanta, Georgia. Topic: "Testing Minority Group Children"

Speaking for two days on the testing of minority group children, Dr. Rosen pointed out many complications, bottlenecks, and general sensitive points involved in this area, emphasizing the relative advantages and disadvantages of normative interpretation. Following Dr. Bolden's presentation and overlapping with it somewhat, his reception, although certainly acceptable, was not as good as it might have been under other conditions.

Quality of presentation	40% "1" and 21% "2"
Degree of preparedness	50% "1" and 30% "2"

Dr. Vivian W. Henderson, President, Clark College, Atlanta, Georgia. Topic: "The Economic Status of the Negro in America"

Weaving a mixture of graphs, figures, and statistics with a rapid-fire, frequently dynamic and exciting talk concerning the hows and whys of accurate interpretation of the jungle of statistics that confronts us these days regarding the poverty problem, Dr. Henderson offered two informal and lively lectures spiced with relevant anecdotes, concerning the Negroes' economic plight and the prognosis for the future. He lectured on June 20 and June 27. Institute members appeared to enjoy greatly the content material of his presentation, in addition to his style of delivery.

Quality of presentation	74% "1" and 18% "2"
Degree of preparedness	82% "1" and 12% "2"

Panel Discussion with Miss Connie Curry of the American Friends Service Committee

Prior to Dr. Noble's coming, no lecture, talk, or discussion provided more stimulation or excitement for the Institute members than did this panel. Composed of high school students (four Negro and one white) who have recently attended newly-desegregated schools in such places in the South as Fitzgerald, Georgia, Birmingham, Alabama, and Prattville, Alabama, as well as Atlanta, Georgia, the panel considered the various hardships and, occasionally, the bright spots in their experiences with desegregated education. The excitement within the group came when one of the Negro girls spoke disparagingly of the teachers in the all-Negro school she had attended before attending the desegregated high school. Terming them "lazy," and having the philosophy of, "I've got mine, now you try to get yours," she was verbally attacked by approximately one-half of the Negro counselors in the Institute who seemed to perceive in her comments a personal attack of their own teaching and counseling abilities. The white members of the Institute, in turn, seemed to enjoy egging on the young panel members.

Feedback from the members' individual and varied responses to the panel provided adequate material for the first three meetings of the various sensitivity groups, and suggested to the perceptive or near-perceptive some of the pain, discomfiture, insecurities, and feelings of uneasiness confronting the Negro counselor himself as he enters the desegregated teaching and counseling situation. Response to the panel was understandably wide and varied.

Quality of presentation	21% "1" and 52% "2"
Degree of preparedness	27% "1" and 39% "2"

Mrs. Barbara Whitaker, Assistant Director, Southern Regional Office, National Urban League, Atlanta, Georgia Topic: "The Negro Family"

Mrs. Whitaker presented a speech that was, on the surface, articulate, coherent, and meaningful. In reality, however, it appeared that she was giving a "canned" speech that seemed to attack defensively the Moynihan Report on the effects of urbanization on the Negro family structure. Nervous and, perhaps hostile, she was received with an evident lack of interest on the part of most of the participants, perhaps for some of the reasons mentioned above.

Quality of presentation	9% "1" and 24% "2"
Degree of preparedness	26% "1" and 48% "2"

Mr. Vernon E. Jordan, Director, Voter Education Project, Southern Regional Council, Inc., Atlanta, Georgia. Topic: "The Negro Vote in the South"

Mr. Jordan was frank, outspoken, and honest, but yet human and warm in his presentation. He examined cogently the problem of voting in the South for Negroes. Much of his own work has been done in this area, so a great deal of his material was first-hand. The participants of the Institute responded with many questions and comments.

Quality of presentation	44% "1" and 48% "2"
Degree of preparedness	44% "1" and 44% "2"

Dr. Darwin T. Turner, Dean of the Graduate School, North Carolina A and T College, Greensboro, North Carolina. Topic: "An Outline for a Study of Literature by Negroes"

Dr. Turner gave a historical background of relevant literature written by Negroes since the Negro has been in America. He also gave readings from the various writings of authors mentioned. His dramatic ability enabled him to do a very scholarly and interesting job. Being a poet himself, Dr. Turner gave readings of some of his own published poems. As in last year's Institute, Dr. Turner's lecture was one of the most inspiring.

Quality of presentation	69% "1" and 16% "2"
Degree of preparedness	70% "1" and 24% "2"

Mr. Joe L. Tucker, Director of Alumni Affairs, Clark College, Atlanta, Georgia. Topic: "Ghetto Housing"

Mr. Tucker has distinguished himself in Atlanta as being knowledgeable in Civil Rights activities. His paper on housing showed that he had done a great deal of research not only in the libraries, but also in actual participation in the housing struggle for Negroes in Atlanta, The discussion which followed his talk was lively and provocative.

Quality of presentation	10% "1" and 36% "2"
Degree of preparedness	21% "1" and 48% "2"

Attorney Benjamin D. Brown, State Representative, 135th District of Georgia, Part-Time Instructor at Clark College, Atlanta, Georgia. Topic: "The Legal Status of the Negro in America"

Mr. Brown is an elected Negro representative in the Georgia Assembly. Although young in years, Mr. Brown's presentation was meaningful and relevant. His lecture at the Institute this year was much more dynamic and enthusiastic than last year's presentation. The discussion which followed his talk was lively and interesting.

Quality of presentation	48% "1" and 38% "2"
Degree of preparedness	53% "1" and 33% "2"

Mr. Robert Fishman, Assistant Professor of Political Science, Clark College, Atlanta, Georgia. Topic: "Race Relations in the United States and International Politics"

Mr. Fishman presented a lecture which was subdued, quiet and slowly-paced, but he was able to get over his information adequately for his subject. Mr. Fishman provided an international framework in which to look at the present Civil Rights struggle. One white male participant said, "Mr. Fishman's presentation has given me a new way of looking at the Civil Rights issue."

Quality of presentation	25% "1" and 52% "2"
Degree of preparedness	21% "1" and 39% "2"

THE BASIC CONTENT

One half of the essential content of the Institute was focused around the following factual areas: "Sociology and Problems of School Desegregation," "Psychology and the Problems of School Desegregation," "Human Relations and Community Problems," "Dynamics of Race Relations," and "Audio-Visual Materials Laboratory."

The other half of the essential content was focused around Sensitivity training, afternoon "T" groups, "The Human Relations Practicum" and Common Sessions.

The factual areas were designed to impart data and information to the participants. This information was broad and interdisciplinary in approach: Psychology, Sociology, History, Anthropology, Economics, and Human Relations. The audio-visual material was designed to give factual materials in sessions of listening and seeing.

The Sensitivity sessions dealt with the emotional level of the participants. It was felt that mere facts could not be effective unless attitudes were changed and emotions sensitized.

COURSE CONTENT

Psychology and Problems of School Desegregation

The course, "Psychology and Problems of School Desegregation" dealt with three major topics. The course was presented daily from 10:30 to 12:00 for five weeks, and was coordinated by Mr. Kirkpatrick who did some of the lecturing himself. Other lecturers in this sub-program included Dr. Wiley S. Bolden ("Personality Development of the Negro Child"), Dr. Bruce Rosen ("Testing Minority Group Children"), Dr. Jeanne Noble (who lectured for two weeks on "Human Relations and Community Problems"), and Miss Connie Curry who coordinated and moderated a panel composed of students attending newly desegregated high schools in Georgia and Alabama. Mr. Kirkpatrick lectured on cognition and language development in the minority group child and on the social psychology of prejudice.

Three major topics were considered during the five weeks that "Psychology and Problems of School Desegregation" met. First, a series of lectures, including those by Dr. Bolden and Dr. Rosen, considered theoretical and practical problems involved in the testing of minority group children. Several specific areas of concern to most counselors were considered, such as the studies allegedly correlating race with intelligence and the problems involved in normative interpretation of test data from children of different backgrounds.

Second, the differential impact of various forms of socialization of American school children was considered, particularly by Dr. Bolden. Specific variables covered included race and socio-economic status. Even more specifically, such areas as the psychodynamics of the minority group home, ego development in a matriarchal environment, and subsequent effects on the levels of achievement and aspiration in the child were considered.

Finally, the special psychological problems of the socially and economically disadvantaged child were examined, particularly in light of the first two areas already discussed. Cognition, perception and learning, motivation and levels of aspiration versus levels of achievement, general semantics, and vocabulary differences and problems were all considered in attempting to relate to the Institute participants the relevance of the "didactic" portion of the Institute to the more pragmatic application of the first portion in their own home communities.

In line with the relation of the theoretical to the practical, several field trips were taken by each participant; these trips were chosen from a list drafted by the permanent staff of twenty-five places, agencies, institutions, and other organizations that the staff considered to be of unusual social significance. (See Appendix). These places ranged from a labor organization known for its radical personnel policies, to a conservative, middle-class Negro Congregational Church, and supposedly included a spectrum of choices of experiences that the individual Institute member might not ordinarily, if ever, encounter in the course of his usual existence. Anecdotes from these experiences--almost always positive--are included elsewhere in this report; the number of participants visiting each place also is included in the Appendix.

The Sociology of Race Relations

"The Sociology of Race Relations" course was developed around the following question: "What information and insight about human groupings and their relationships would be useful to persons functioning as counselors or teacher-counselors in a desegregated school situation?" The content of the course was derived from the effort to answer this question.

The course began with a sociological consideration of certain race-related factors. The initial aim was to stimulate the participants to re-evaluate themselves in light of these factors. After examining themselves, the participants next looked at the students with whom they would be involved. This particular area was covered in other portions of the Institute; therefore, only brief treatment of student characteristics was attempted; and a study of various "social" realities related to racial identity was begun. After the study of the participants, the students, and the social context, an exploration of various factors affecting the behavior of persons in societal positions was undertaken. The last week-and-a-half was devoted to looking at strategies for the involving of persons in patterns of change. A general overview of the course would show a change in focus from an effort to provide pertinent information during the first part of the Institute, to an attempt, during the closing weeks, to apply appropriate insights in facing current and future problems of desegregation.

The Dynamics of Race Relations

The course, "The Dynamics of Race Relations," was devised to present a certain amount of factual knowledge and discernment in the foundations of race relations applicable for work in the desegregated school.

The specific aims of the course were: to investigate the historical background of the Negro so as to bring about an increased awareness of his role in American and World history; to go into the study of other foundation areas such as Sociology, Economics, Anthropology, Politics, and Art, to see their bearings on Negro life in America; and to use audio-visual aids and small group discussions further to help the student understand and apply this knowledge in his own school situation.

The content of the course centered around the following areas: (1) a historical background of the Negro in America, (2) the economic status of the Negro, (3) the political status of the Negro, (4) the legal status of the Negro, (5) the cultural, religious, and artistic life of the Negro, and (6) the Negro Revolt. The general methods that were used in the course were group discussions, lectures and audio-visual aids. The use of the library and other research materials dealing with the dynamics of race relations were invaluable.

For the duration of the Institute, daily speakers were brought in to lecture and make presentations to the participants. Dr. Jackson frequently lectured on content-background, such as "The Present Realities in Race Relations," "W.E.B. DuBois and Booker T. Washington," and "The Protest Movement."

Human Relations Practicum

The Human Relations Practicum was a two-fold program developed with the feeling that effective and comfortable human and interpersonal relations are sine qua nons for effective counseling and teaching practice. The first portion of the program consisted of the Relationship Improvement Program developed by the Human Development Institute of Atlanta. Described more fully in a later part of this report, the Program was developed by a Rogerian (clinical) and a Skinnerian (experimental) psychologist, and attempted to enhance or facilitate interpersonal relations by programming the basic principles involved in the development and growth of a healthy, viable interpersonal relationship. Taken by pairs, the full-time staff of the Institute was pleased to see that all of the white participants voluntarily chose to take the program with a Negro member; this is in contrast to last year, when a lengthy, pseudo-democratic discussion concerning the pairing saw only a few white individuals choosing to take the program with a Negro member, or vice versa. The experience with the program was favorably reported in better than half of the final questionnaires returned, and many counselors implied that they saw future value for the Program in their own counseling practices in their schools.

Second, the Human Relations Practicum offered sensitivity training sessions--or basic encounter groups--in the afternoons, led by Dr. Noble with assistance from Mr. Kirkpatrick. These groups met twice for each member, and considered the feelings, dynamics, frictions, and other emotions arising out of the group interaction that day, or the day before. Beginning with the highly excited feelings that many of the members had experienced as a result of the panel discussion with the young girls in the newly-desegregated situations, each sensitivity group meeting saw something new to discuss and work out with the sensitive, gentle, and expert touch of Dr. Noble, a graduate of the National Training Laboratories, Inc., Bethel, Maine--the acknowledged leaders in sensitivity training. Ninety percent of the members of the Institute said that these experiences in the afternoon sensitivity groups were among the most meaningful of the entire five weeks, and many expressed a wish for an earlier start on these experiences; many suggested that they begin in the second week instead of the fourth, for example.

Indeed, with an expert, confident leader such as Dr. Noble, these groups might profitably have begun earlier than the fourth week; although the first week would probably be too early, the suggestion of many of the members to begin on the second week might be taken into fuller consideration for a future Institute. Feelings, both positive and negative, provide the dynamic richness that Institute members may potentially experience, and becoming able to confront and interpret them comfortably, confidently, and adequately would seem to be a "must" for an Institute of this sort. Counselors are human beings, and many of them, even in the sensitive and important positions that they hold in their schools, have considerable room for growth in this all-important area.

Human Relations and Social Problems

Dr. Noble's course was centered around communicating Human Relations concepts and involving the participants in small group experiences. These two things were done through lecture-discussions and sensitivity periods. In the lecture-discussions, Dr. Noble dealt with (1) The History of Human Relations, (2) Barriers to establishing Human Relations programs, (3) Implications of small group theory for school desegregation, (4) The teaching-learning transaction, and (5) Power. These sections were held in the mornings, from 10:30 to 12:30. During the early stages the concepts were theoretically grounded and communicated. Illustrations were drawn from outside the participants' field, yet as closely to home as possible. As the groups grew closer together through the sensitivity periods, the lectures began with live participation of immediate problems experienced by the group.

In the sensitivity periods each person was placed in a small group. Each group met three times for two hours. Feelings about race, human relations, and other concepts were shared and explained. Participants became more relaxed with each other as they were able to become more honest about the language of prejudice.

Audio-Visual Materials Laboratory

Designed as a supplement to the three subject-matter courses, the Audio-Visual Materials Laboratory was conducted for one hour each day during the last half of the Institute. The laboratory introduced participants to a variety of selected films, filmstrips, and tape recordings on aspects of race relations for the purposes of (a) fostering the learning of concepts, principles, feelings, and attitudes organic to the basic objectives of the Institute, and (b) suggesting teaching aids suitable for use with groups or various age levels and backgrounds.

Two interesting sidelights of the audio-visual aids program were as follows: (a) One of the professional workers from the Anti-Defamation League came to the Institute to present an afternoon session on the filmstrip, "Rumor Clinic." This was very interesting for each participant was able to see from first-hand experience how much of what we see in our own early conditioning is present also in the conditioning of others; (b) A second sidelight was the showing of a full-length film each Wednesday evening for four weeks, dealing with some phase of the Institute program. These films were open to all students and to other Institute members of nearby colleges. The films included "Intruder in the Dust," "A Patch of Blue," and "Carmen Jones." The films and filmstrips helped the participants better to understand themselves and their fellow participants; they will be able to use many of the films with parents, students, and teachers in their schools. Included in the Appendix is a list of films used in the Institute, and the evaluation form used in evaluating the films by the participants. One recommendation is that in future Institutes, films be integrated into the main body of the program, instead of appearing at the end of the day when most participants are tired.

Common Sessions

Common sessions of one hour and fifty minutes each were scheduled in order to conduct certain learning experiences relevant to all phases of the program content, and in order to accommodate evolving concerns of the staff and participants that would seem more appropriately considered outside the prestructured context of any one of the other phases of the program content. Thus, final plans were made before the start of the Institute for only three sessions, including the first, while tentative plans or no plans were made for the remaining sessions.

A Common session on the first day of the Institute was devoted to the showing of a film, followed by discussion to facilitate early involvement of the participants with fundamental issues and concerns of the Institute. The film chosen for this purpose, "Children Without," was particularly effective as it highlighted important issues in desegregated education, but did so in the fairly remote setting of a Northern city, and with a reversal of roles usually associated with race. That is, the key school personnel in the film were Negroes; the underprivileged children were white Appalachian immigrants. At the end of the first week of the Institute, a common session was used for evaluation; small group discussions followed by summary reports to the total group was an effective method in taking stock of the Institute's strengths and weaknesses as viewed by the participants at that time.

The remainder of the common sessions was devoted to group testing, data collecting, orientation to special activities, such as field trips, and counseling experiences and evaluation. For a more detailed account of the evaluation of content, see the section on Evaluation Procedure.

METHODS

The section that follows will present the methods used in teaching at the Institute.

Lectures and Group Discussions

Each of the staff members and lecturers and consultants used lecturing as one of the main means of disclosing data. After the lecturer had finished with his presentation, there was either time set aside for questions and answers, or the Institute members would divide into groups and discuss various aspects of the lecture.

Individual Research Projects

Each Institute member chose a book that was of particular interest to him, and used it as a means of tying together knowledge he had received from the Institute, and his own individual school situation. These papers did much to help the participants bring together their insights and data.

Field Trips

All of the participants were required to make two field trips, and to write them up. They were to describe and react to the places they visited. A list of the field trips was made available to each member. The trips had already been pre-arranged, but each participant had to make his own later contacts. The participants felt that this was a valuable aspect of the Institute. The places visited appear in the Appendix.

TEACHING AIDS

The Relationship Improvement Program employed in the Human Relations Practicum, printed materials, standardized tests, and audio-visual materials are the teaching aids that figured prominently in instruction in the Institute.

The Relationship Improvement Program

This Program is a teaching device which combines the principles of interpersonal relations advocated by Carl R. Rogers with the educational principles of B. F. Skinner. The Program is similar to any other "programmed" learning device, except that it is diadic; each of the ten, one-hour sessions is to be studied by two people together. The participants are able to study their relationship as it progresses throughout the sessions, with attention being given to each participant's awareness of his own feelings and those of his partner. A variety of instructions is used to bring the two into interaction, such as script reading, role playing, and directed and non-directed discussions.

The participants paired according to personal preferences; in most cases, this pairing was interracial. Because of the brief history of the Program and its experimental nature, research corroborating its effectiveness is as yet inconclusive. At the same time, such results as have been obtained from testing the Program are encouraging. Its use within the Institute did, in most cases, lead to enhanced interpersonal relations.

Printed Materials and Testing Materials

Each participant received a number of printed and mimeographed materials including books, pamphlets, reprints, and journals. These materials were among assigned readings, and formed the basis for much of the classroom discussion. In addition, course outlines with bibliographies and supplementary bibliographies were provided.

Fairly adequate library holdings were available through Clark College and the libraries of the Atlanta University Center. The bulk of library materials needed for the Institute participants was in the library on the Institute campus.

Technical reports, test manuals, and tests were available in sufficient quantity to be distributed among participants for use in class discussions on testing minority group children. In addition, individual psychological tests were used for demonstration and were available for study.

Audio-Visual Materials

The audio-visual materials used in the Institute are listed in the Appendix. Further details about the audio-visual materials are found in the foregoing sections of the report.

CONSULTATION AND GUIDANCE

Casual conference with participants were frequent since members of the staff and guest lecturers were among participants during the lunch and breaks between sessions, as well as during the occasional conversational sessions that developed spontaneously at the end of the Institute day. These conference typically involved the reactions of participants to some ongoing aspect of the Institute program or their requests for specific information.

Less frequent, however, were formal consultations. A few of these dealt with problems of personal adjustment. More often they involved discussion of plans for developing the research paper--each participant having had at least one such conference. Further, fairly full use was made of the special reference service provided by a member of the staff who was in the college library during the scheduled library periods.

The fairly continuous personal contact of the director or associate director with the participants throughout the Institute day seemed especially effective in minimizing difficulties, not only by promptly providing assistance when participants asked for it but also by correctly anticipating needs and problems and taking steps to prevent their occurrence.

INFORMAL PROGRAM

Under the leadership of a committee comprised of several participants, two social events were held. During the fourth week, a cookout was held at the home of the director of recreation for all of the Institutes. One evening of the third week, the entire Institute attended a play at the Academy Theatre in Atlanta. This play is referred to in other parts of the report. These informal voluntary gatherings might be viewed as a barometer of the increasing fellowship which developed among Negro and white participants in the Institute. It is also quite possible that the field trips, which entailed participation by small groups and on a rather informal basis, were of value in enabling participants to meet one another as persons. Many of the reports of the participants suggest that this was the case.

Clark College also provided entertainment for members in a variety of other ways. The Institute faculty and their wives hosted a luncheon for the participants on the first day of the program. President and Mrs. Henderson held a reception in honor of the Institute participants. In addition, a program of social activities was conducted for participants in all of the summer Institutes at the College, under the leadership of Mr. Leonidas Epps, a member of the College faculty. It is probable that since most participants did not live on campus, few of them took part in this program.

FACILITIES

All sessions of the Institute, with the exception of a few meetings of discussion groups, were held in the lower lounge of Kresge Hall on the Clark College campus. This room was well-suited to the purposes of the Institute. It was well-lighted, air conditioned, furnished with easily moveable couches for informal seating, and could be darkened adequately for showing films. Further, because of the size of the room, and its design, three small groups of the Institute participants could hold discussions in it simultaneously. Immediately adjoining the lounge is a kitchenette which was a convenient location for a soft drink machine and coffee apparatus. Two lounges on the main floor of the building provided comfortable places for relaxation and for the subgroup discussions. Telephones, locker facilities and rest rooms were readily accessible.

PARTICIPATION OF LOCAL SCHOOL SYSTEMS

Prior to developing the Institute proposal in December, the Director conferred with two staff representatives of the Georgia State Department of Education: Mr. Neil C. Gunter, Coordinator of Guidance, Counseling and Testing, and Mr. Verdree Lockhart, Consultant in the same Division. A letter and descriptive brochure which were sent to all superintendents of schools, principals, supervisors of counseling, and counselors brought assistance in publicizing the Institute from many of these persons and expressions of support and encouragement from a number of others.

PLANS FOR FOLLOW-UP

The final phase of the Institute is to consist of three sections. In February, an intensive, one-day conference involving all Institute personnel will take place at Clark College. The purposes of this conference will be to provide for participants new information relative to school desegregation in this region, and to enable them to evaluate their own work in desegregated education in light of their study in the summer training session. Dr. Jeanne Noble will serve as major consultant for the conference. The second phase of the follow-up will consist of useful information and literature being sent periodically from the staff to the participants. The third phase will be the availability of the Director and possibly other members of the staff to serve as consultants, lecturers or discussion leaders, for the participants.

EVALUATION PROCEDURES

Evaluation procedures were many and varied--subjective and objective, psychodiagnostic and anecdotal, formal and informal. Copies of the more formal paper-and-pencil forms are included in the Appendix. One approach consisted of the use of forms and/or questionnaires constructed by the staff, designed to elicit reactions to aspects of the Institute program. These forms were a lecturer evaluation form, a course, or sub-program, evaluation form, and a comprehensive final evaluation form; results of these forms have been referred to previously, and are only briefly described here.

The lecturer evaluation form, measuring participants' reactions to the individual instructors and lecturer-consultants who made presentations during the course of the Institute, was given at the end of three weeks, and again at the end of the Institute.

The course or sub-program evaluation form was administered also to the Institute two times, accompanied by the lecturer evaluation form--once midway through the period of the Institute, and again at the end of the Institute. This questionnaire evaluated the strengths and weaknesses of the three courses, "The Sociology of Race Relations," "Psychology and Problems of School Desegregation," and "The Dynamics of Race Relations," in addition to the Human Relations Practicum and the Audio-Visual Programs in terms of program content and small and large group discussions. Criteria for program content evaluation included redundancy or degree of overlap with previous courses; stimulation or provocativeness; meaningfulness or worth; and general relevance to the Institute as a whole. Criteria for evaluation of the discussion groups or class discussions included stimulation and profitableness, or meaningfulness.

A final evaluation form was submitted to the participants on the final day of the Institute, with a seven-day deadline for its return. The staff felt that this would allow some needed time for rest, reflection, and perspective before completing the form. Comprehensive and lengthy--fourteen pages--it was given to the participants in a manile mailing envelope for returning the following week. Including written as well as multiple-choice items, it attempted to evaluate the participants' peculiar professional problems relating to the desegregated school. It also included items pertinent to future Institutes of a similar nature, including requests for suggestions for other speakers, names of frields who could profit from and contribute to a similar Institute, and ideas for changing or modifying the present structure of this Institute so that future ones might plan their programs accordingly. Finally, a section was provided for the participants' self-evaluation, a section in which the participants could disucss the various ways they felt they had grown as a function of the experiences and environment of the Institute.

A second form of evaluation consisted of informal discussions ranging in size from four to forty. These groups evaluated specific areas such as the three courses, hypothetical problems such as the manner in which each of the participants attempted to implement the knowledge gained from the Institute upon his return to his own community, and most frequently, the progress of the Institute as a whole, after the first, third, and fourth weeks.

Frequently these groups would appoint a secretary, in addition to a discussion leader, who recorded significant comments and observations that occurred within the group, and later reported them to the entire Institute when the groups reconvened. In the opinion of the permanent staff of the Institute, these informal groups were usually quite meaningful for the participants as well as for the leaders. In part, this seemed to be because the opportunity to articulate their feelings relieved some of the dissatisfactions and tensions of the participants, and second, inadvertently and frequently provided some of the participants with what were felt to be more meaningful interpersonal experiences stemming from the interaction within these groups.

Several approaches were involved in the evaluation of intellectual and cognitive growth and insight into the problems of desegregation. In addition to the more specific evaluations carried out by each sub-program director, several general assignments made by members of the Institute staff were used to evaluate the participants' growth in these areas. These included a paper describing the details, impressions and personal meaning of each individual's field trip experiences; and a short paper assigned during the second week of the Institute and turned in at the conclusion of the Institute, evaluating a book of topical interest not only from the standpoint of its literary value, but also in terms of its social significance, especially in reference to the themes of the Institute.

Possibly, the more significant areas of growth and change on the part of the participants in an experience such as the Institute are those that cannot be charted or measured by objective means; nevertheless, two objective measures were utilized for evaluation of measurable change within the participants--the Minnesota Teacher's Attitude Inventory, Form A, and the Bills

Index of Adjustment and Values.

The Minnesota Teacher's Attitude Inventory (MTAI) is a paper-and-pencil, self-report measure of any attitude change; it was administered on the first day of the Institute, and Institute members mailed in a final answer sheet the week following the conclusion of the Institute. The rationale behind the MTAI is essentially that inadequacies and personal shortcomings in the teacher and teacher-counselor may seriously hinder both the teacher and the student in their respective roles, and that the more enlightened, secure teacher is likely to be more comfortable, happy, and successful in his work, as he is able to accept his own shortcomings more openly and honestly, and deal with them more realistically. Essentially, it is a scale of authoritarianism of the Adorno-Rappoport type, applied to a classroom environment. A random sample of 1,714 primary and secondary teachers from Minnesota was used for establishing and standardizing the norms for the test. In general, it may be said here that a high score on this instrument indicates a greater degree of openmindedness, tolerance, and acceptance on the part of the teacher or teacher-counselor, while a lower score indicates a greater degree of narrow-mindedness, rigidity, intolerance, and generally an authoritarian approach to classroom situations.

The Bills Index of Adjustment and Values is based upon the theory that an individual's behavior is consistent with his perceptions of himself and of those around him. To this end, then, it attempts to measure objectively an individual's self concept, his acceptance of that self, his idealized self, and finally, the disparity between his actual or perceived self and his idealized self. The theory that a high disparity score tends to reflect unrealistic, or over-idealistic, thinking and behavior on the part of the person being tested, while a low disparity score suggests a high degree of defensiveness on the part of the individual, or an inability to accept his particular shortcomings or weaknesses, is consistent with standard Q-sort theory, as developed by Rogers and others. The Bills scale was standardized with a population of 1,599 high school students and with a population of 1,728 college and graduate students, thus making it a convenient test for any individual counseling younger or older people.

Finally, in addition to the occasional informal and scheduled huddling of the staff to assess some specific aspects of the ongoing program, the total staff held three evaluation sessions--at the end of the first week of the Institute, midway through the third week, and the Monday following the conclusion of the Institute. The results of these sessions aided the staff in steering the Institute and continually assessing its effectiveness as well as temporary weak points.

OVERALL EVALUATION

Evaluation material collated suggests that the participants made considerable progress toward the objectives of the Institute. In the discussion following, general accomplishments and shortcomings of the Institute are considered in addition to certain specific problems that manifested themselves during the five weeks the Institute was in session. Except where specific sources of evidence are cited, the discussion reliably reflects an attempt to integrate findings resulting from all of the evaluation procedures previously described in this report.

Accomplishments

(1) The members of the Institute exhibited personal growth in ease and effectiveness in interracial situations. Negro and white participants both seemed to become more comfortable with each other as the Institute progressed, in spite of their previously limited contact with members of the opposite race. Evidence for these changes was generally subtle as it was significant. The title, for example, of "Mr." and "Mrs." disappeared so rapidly on the part of most of the participants that the permanent staff wondered if they themselves were more uncomfortable without these formalities than the participants were.

Again, both Negroes and whites exhibited changes in social behavior that seemed to reflect growth in self-acceptance and self-understanding. Most of the Negroes, for example, appeared to be less sensitive and defensive in the presence of the whites. This change was marked by less diffidence and passivity at the end of the Institute than at the beginning, and an increased confidence, assertiveness, and willingness to express themselves openly and honestly. In the words of one Negro lady, "I have become more aware of acceptance of other people." Another reported that she "had always felt that all of 'them' were more or less the same in their attitudes toward Negroes, but I don't feel that way anymore."

The white counselors, all but one of whom were native Southerners, appeared to become less sensitive about their identities as "Southern whites," after the first two weeks of th Institute. Many of the over-reactions that frequently characterize an individual that is trying to be liberal--solicitousness, forced or feigned friendliness, etc.--diminished as the participants became more secure in interracial situations. While displaying some difficulty with the traditional mispronunciation of "Negro" as "Nigrah," they appeared to respond quickly to sensitive feedback from the Negro participants in re-learning a word that many of them had pronounced differently for their entire lives. Significantly, this one word, "Nigrah," seemed to provide the stimulus for as much meaningful interaction between whites and Negroes as any given planned program, lecture, or small group discussion. Possibly this was because the word expresses the ambivalence that many of the Southern whites previously carried about Negroes--their being neither "Negroes" or "niggers," but rather some hybrid of the two.

Significantly, whites and Negroes progressed toward the end of the Institute to the point where they could disagree and/or argue with each other in a wholesome, open and honest manner--a considerable distance from the originally hostile, superficially friendly, starchy posture assumed by many in the beginning. Witness the following playful dialogue between a white male and Negro female in one of Dr. Noble's afternoon sensitivity sessions:

Dr. Noble: "Tell us what you do in your school."

Negro Woman: "In addition to counseling, I teach English."

White Male, teasingly: "Well, how come you can't talk straight, then?"

Statistical Results

Operating under the hypothesis that the members of the Institute would show a collectively higher score on the Minnesota Teacher's Attitude Inventory, at the end of the Institute than at the beginning, a one-tailed T test was run on the data obtained from the test. With a total of thirty-three individuals turning in answer sheets both before the Institute began, and after it concluded, the following means were recorded: 31.12 pre-test (obtained during the first day of the Institute), and 42.36 post-test (obtained from the final evaluation kit mailed in from the participants following the end of the Institute). This would certainly indicate a change on the part of the Institute participants toward a more tolerant, accepting, less authoritarian and dictatorial feeling and/or philosophy regarding teaching and counseling. How significant, statistically, then, was the difference between these two means?

Using the one-tailed T test, with the number of participants at 33, a T of 1.61 was recorded. Under one-tailed conditions (involving the assumption that the final scores would indeed be higher), this T is significant at the .065 level of confidence, or certain probability level. That is to say, a difference of means at this extreme, with the standard deviations of 26.78 and 29.83 respectively, for the first and second administrations of the test, and finally, with an n of 33, would be likely to occur under normal random conditions only six and one half times out of one hundred. The difference between the means last year on the same test did not begin to approach statistical significance, so the full-time staff took some comfort in this tangible evidence that some change, indeed, had taken place in the attitudes of the Institute members.

Results on the Bills' Index of Attitudes and Values were nowhere this impressive, and must be marked off as being inconclusive.

Seating patterns seemed to reflect changes in attitudes, to some extent, on the part of the participants, or more realistically, changes in feeling at ease, or feeling more comfortable as the Institute progressed. To a certain degree, each week was characterized by a new, significant pattern on the part of the participants, as was pointed out by the recording secretary of one of the small discussion groups. The first week witnessed considerably "segregated" seating, with Negroes and whites clumped together, respectively. The second week saw many of the members of the Institute going out of their way to be friendly, outgoing, etc., and the seating for this week was considerably mixed. Diminished integration in seating was noted by many during the third week, while the fourth week saw almost totally resegregated seating as the members seemed to retreat from the weariness and tension of "being friendly" on an interracial basis. The fifth week proved to be the most genuine week in terms of seating arrangements, as participants "plopped themselves down" wherever they wished; the result was less integration than the artificial second week, but more than the anxious third and fourth weeks.

(2) The participants exhibitied intellectual, perceptual, and cognitive growth, as they gained insight and understanding with reference to the behavior and personality of the Negro child through increased knowledge of the historical, sociological, and psychological factors influencing his socialization. Increased understanding of the needs and behavior of both Negro and white children in the desegregated school situation was exhibited in book reports, class and small group discussions.

Participants evidenced acquisition of a substantial amount of new information which they saw to be relevant to their day-to-day professional responsibilities. This fund of information includes recently available research and interpretations as well as new professional materials, guidance and instructional materials, reprinted articles from national media, and other sources of information.

Most, if not all, participants experienced their first exposure to intensive, penetrating, and authoritative instruction in race relations. One Negro woman reported: "The lecture information, reading, and other provided materials have helped me understand basic information about Negroes--how they are and why they became that way. My personal knowledge and emotions have grown to a more desirable level of maturity. Perhaps the other race will accept me more readily as a person because of this." An elderly, perceptive white lady noted that "Before the Institute I thought I knew something of anthropology, psychology, sociology in relation to the non-white races. I found that my knowledge--so broad it was shallow, lacking in depth of perception--prevented valid judgments in assessing causes for underlying patterns of behavior. At first, the loss of confidence was traumatic, the revision of concepts concerning motivation for behavior painful, the reconstruction of a philosophy acceptable to oneself difficult, [but] . . . Readings, lectures, discussions, personal conversation experiences helped me to gain a new perspective, deeper insights, a significant consciousness of injustices and traumatic experiences of other people."

Many of the counselors had only superficial familiarity, or none at all, with new areas of research and study in psychology and education such as those that seek to develop sounder theoretical and practical knowledge relevant to learning and developmental processes of Negro children and socially disadvantaged children.

A surprisingly large number of Negro and white counselors had limited direct experience supportive of instruction in the above-mentioned areas, and their reports tended to reflect the eye-opening nature of their experiences within the Institute, especially the field trips. Witness the increased sophistication in the following anecdotal statements taken from several of the counselors' field trip reports: A Negro male, upon visiting a predominantly Negro orphanage, said, "This field trip was not only enlightening as to the problems so many Negro children face, but it was revealing as to the great benefit many boys and girls derive from such experiences that they are fortunate to be a part of." A white male, after visiting SNCC headquarters, reported that the hosts at the organization, " . . . stressed that their purpose was to point out in such a way that it would receive recognition, that the present existing social order is not fair or sympathetic to the Negro, and that they intend to meet this injustice head-on. Their difference to [sic] other organizations is the matter of approach and degree of objective." A white female who visited SCLC and SNCC, the county juvenille court, in addition to attending Night Witch, a play of topical significance, said that, " . . . [the] field trips were a meaningful experience which I would very probably have never experienced had it not been a structured part of the Institute. . . . these helped to bring the problems of desegregation and integration out of the realm of hearsay and superficial experience to the point where all of this seemed of vital concern."

Also noticed was a greater sophistication in the use of concepts, in the definition of problems and in proposing solutions to problems--all partly reflected by changes in the quality of class discussions and by the content of written work of the participants. Thinking and articulation of feelings and ideas seemed to shift from the traditional common-sense approach to a sharper, intellectual orientation, from subjective to objective thinking, from black and white (literally and figuratively) conceptualization to thinking that allowed room for considerable shading of opinion and thought. The words "Negroes," "whites," as well as "we," "they," or "those folks," diminished during the five weeks, as participants discovered their increased ability to "zero in" on, and critically to analyze, a problem. An example was the threat of loss of administrative posts to the whites with increased desegregation. This new ability to deal with a problem was expressed in terms of the participants' past experiences, as well as in light of their newly-learned material taken from the many resources previously described. A footnote that tends to document this would be the group's increasing impatience with long-winded, verbose members who frequently took the floor in an effort to articulate their own stream-of-consciousness ideas. While tolerated at the start of the Institute sessions, these articulations were replaced by the kind of expressions to which the participants really looked forward--penetrating, more cogent analyses from their colleagues. These came to be demanded as the Institute progressed.

(3) The participants displayed some professional growth in terms of increased understanding and competence in reference to the testing of minority group children. This achievement is relatively small in comparison with other gains made by the group, and yet, at the same time, this particular goal was not emphasized or focused on as heavily as other objectives. Many of the members, being counselors and teacher-counselors themselves, seemed quite sophisticated about testing--simple fundamentals, elementary principles of statistics, etc.--and yet, appeared to be

quite naive about the implementation or application of this knowledge to special counseling situations, such as those of the desegregated school. Their feeling that this was an Institute in desegregation and they had not come "to review old graduate school information in the area of testing" appeared to hamper their progress in this area. Frequently, the chief response to such lecturers as Dr. Rosen or Mr. Kirkpatrick, lecturing in this area, was one of boredom or apathy.

At the same time, however, it was felt by the permanent staff that the counselors' increased awareness of the complicated dynamics between any counselor and counselee, and especially of the dynamics between a Negro counselor and white counselee, or white counselor and Negro counselee, will ultimately enhance their skills as counselors in desegregated teaching and counseling situations. This was underscored in several role-playing efforts which dynamically revealed the sometimes sensitive, tenuous nature of the interaction between an interracial counselor-counselee pair. In addition, the background of the minority group child as it affects his classroom behavior was repeatedly examined, in both lectures and frequently and forcefully in audio-visual sessions. Finally, the pros and cons of normative interpretations of tests and test data were carefully considered, especially by Dr. Rosen. In the opinion of the full-time evaluation staff, the white members of the Institute tended to underestimate the value and importance of normative, or relative or comparative, interpretations of test data, whereas many of the

Negro participants appeared to overemphasize the importance of norms in interpreting test data. It was felt that both groups experienced some growth in reaching more sophisticated positions on this controversy.

Shortcomings

(1) Physical facilities - While adequate for short meetings lasting one or two days, it was the general consensus of the participants as well as the staff that the physical facilities of the Georgia Williams Brawley Lounge in Kresge Hall offered room for improvement.

The air conditioning facilities were a vast improvement over last year's facilities for the same Institute; two 11,000 BTU units as opposed to 500 BTU stopgap units used last year indicates the improvement. While quiet, centrally air-conditioned quarters are ideal, the nature of this particular lounge was such that this was not possible, and individual, noisy units were required. A microphone was provided for each speaker to overcome the noise; however, many of the lecturers preferred to move about and away from the microphone, and thus a continuous competition between the noise of the air conditioner and the message of the lecturer developed. This usually resulted in the air conditioners being turned off, the participants becoming hotter, attention waning, and so forth. Possibly a closer seating arrangement would offer a possible solution to this problem.

In addition, a number of soft, easy couches were used for seating. Members soon discovered that they were soft and easy only for a short while, however, and the harder but firmer chairs in the rear of the lounge became preferred to the couches in the front, with the result that the members were drawn out from the speaker frequently, instead of toward him. Different seating arrangements, and possibly more of the harder kind of chairs, will help this situation considerably in the next Institute.

Because of a few minor problems in communications with the maintenance department of the college, the rooms for members living on campus were not fully prepared and cleaned, especially for the women. It was felt also by a small minority of the members in residence on campus that the housing facilities, even when fully cleaned, and the food supplied by the campus cafeteria, were not of high quality enough to justify the prices paid for these services. However, the majority seemed satisfied with living conditions, and the full-time staff concurred that the meals served during the five week period--breakfast, lunch, and dinner--were of uniformly high quality. In the opinion of the evaluation staff, the few communications difficulties presented during the first week regarding housing and eating conditions possibly increased frustrations on the part of the members, as well as worsened the perceptions pertaining to the above.

(2) Scheduling - In the opinion of the evaluation committee of the full-time staff, scheduling and/or pacing offered a distinct improvement over that offered by the Institute last year; at the same time, it was felt that there was still room for improvement in this area.

While being more flexible in day-to-day timing this year, it appears that something as important as the everyday scheduling of the doings of the Institute could profit from improvement. This year, on a few days, members were released early in response to their tiredness and possibly frustrations; other days the Institute continued to four and sometimes four thirty. Nevertheless, it seems that in the concern of all the full-time members to be dutiful and responsible, in their respective areas, the feelings of the members were ignored occasionally. For example, it seemed that several times the audio-visual sessions were presented (a film strip or a movie) when the members were clearly too tired to really profit from it. The results were evident: apathy, boredom, and occasionally even sleep on the part of the participants of the Institute.

(3) Course Material - While related to scheduling, it is felt that certain fundamental changes in the timing and presentation of the Institute curriculum could, and perhaps should, be made in the next Institute in order to heighten, maintain, and facilitate interest in the ongoing program on the part of the Institute participants.

The evaluation staff, reflecting on the previous five weeks of the Institute activities, feels that certain fundamental changes might be made in the future in terms of the balance of didactic materials--classroom, lecture, and even audio-visual--and experimental content--field trips, interviews, sensitivity training sessions. The current curriculum schedule consisted of vast amounts of lectures, speeches, assigned readings and book reports, combined with small amounts of existential or experimental contact with the problems confronting the counselor or teacher-counselor working in the desegregated school. Observations by the full-time staff, coupled with feedback offered by the participants, concurred that any future Institute experience would be enhanced considerably by offering more of the latter and less of the former.

In contrast with the current schedule offering a series of sociology lectures from 8:30 to 10:00 each morning, five days a week, a series of lectures on psychology and testing and their application to the desegregated counseling and teaching situation every morning from 10:30 to 12:00, five days a week, and finally, a series of lectures dealing with the cultural and historical background of the Negro American every afternoon, from 1:30 to 3:00, five days a week, the future Institute might offer a radically revised schedule. For example, the above-mentioned didactic material might be offered three days a week only--on Mondays, Wednesdays, and Fridays. Tuesdays and Thursdays then would be left open for an expanded schedule of "experiential," or "person-to-person," or interpersonal "confrontation" experiences. The current Institute's schedule of field trips and sensitivity training sessions could be expanded to include additional, and varied, field trips, interviews with children and parents from ghetto or slum areas, perhaps small amounts of actual "on-the-job" counseling experiences with minority and majority group students in summer school situations, and additional experiences developed, researched, and suggested by the participants of the Institute themselves.

Replies to the final questionnaire returned by the members of the Institute suggested a need and a yearning for more of the above-mentioned experiences, and frequently hinted at their discontent with the didactic "bombardment" they received in the sociology, psychology, and cultural and historical lecture series. One lady, in response to the question asking for the most valuable and meaningful experiences that occurred during the course, replied, "The small group meetings and the T groups that enabled me to free myself of the many prejudicial feelings were the most helpful to me." Another replied: "Some of the lectures I feel will be of very little value to me in helping with the desegregation problems." A gentleman said: "The group dynamics and T groups were most helpful--getting to know and understand the opposite race and the participants as individuals and as persons regardless of 'color'." Finally, another gentleman reported that "Field trips were very encouraging and will assist greatly in the desegregation of schools."

Participants' responses to the overall length of the Institute were somewhat ambiguous. Many, if not all, expressed their desire for a shorter Institute next year, before they returned home after the end of the sessions. Returns on the questionnaire, however, suggested that many would have desired a somewhat longer Institute, with suggestions ranging from six to eight weeks. In the opinion of the evaluation staff of the Institute, these two responses were not necessarily contradictory. With the fatigue that ensues following a demanding five-week experience, many of the members would be wont to ask for a shorter Institute period next time. Following a four or five day respite, however, many would appear to have recovered some of their initial enthusiasm and consequent desire for "more time." The majority of the evaluation committee feels, nevertheless, that a more ideal length for the duration of the Institute would be four weeks. Conceivably, this four-week period might be combined with weekly or monthly "refresher" sessions in which the members would reconvene at the site of the Institute, or possibly on the scene of a model school in progress, for one or two days of intensive experiences--both academic and practical.

It appeared to many, participants as well as staff members, that the Institute tended to peak sharply somewhere around the end of the fourth week this year, with noticeable exhaustion ensuing during the fifth week on the part of many of the participants (and full-time staff, too, to some extent). The fact that individuals tend to pace themselves in a situation such as this to some extent would help explain this phenomenon; nevertheless, a shortened schedule would probably facilitate or enhance the events and interactions of the Institute, rather than inhibit them.

(4) Split housing - While nearly a third of the Institute participants lived on campus in housing provided by

Clark College, the remaining two thirds lived off campus, either in their own homes, or for those who were too far from home to commute, with relatives or friends. A number of the members of the Institute felt that the split nature of the housing tended to detract from the cohesiveness of the group as a whole, much as a college student body experiences with a mixed town-gown student population makeup, only more so because of the smaller and more temporary nature of the group. .

Several of the Negro members who lived on campus appeared to be miffed that more white participants had not chosen to live on campus; indeed, only two white males lived in the college dormitories, and they later moved following a misunderstanding regarding room and board costs for the five-week period. They appeared to be affronted, perhaps with some justification, that the white members apparently chose not to live with them, and suggested that on-campus housing be made compulsory for any future Institutes. While perhaps taking the situation development more personally than they need have, it was apparent that while many white members live close enough to the campus to commute comfortably daily, a number of them did commute from awkwardly distant places, or chose to live with relatives or friends in the city, and the resulting defensiveness on the part of some of the Negro members suggested that their solution--compulsory on-campus housing--may have merit for providing more comfortable intra-Institute relations in the future. Several white members, interestingly enough, suggested the same idea about compulsory on-campus housing, in their final evaluation write-ups.

(5) Racial balance - The Institute staff experienced some of the same frustrations felt last year in attempting to obtain some semblance of racial balance, the difficulty lying in trying to find qualified whites. The temptation exists to seize upon _any_ white applicant to establish some sort of balance, but the acceptance committee of the staff resisted this somewhat more than last year. Several white applicants, clearly unqualified and unmotivated, were rejected--something of a bizarre milestone for the Institute's two-year progress. While adhering to a quality policy, nevertheless, the Institute would like to seek a more viable racial balance than the 2:1 ratio experienced both this year and last year, and hopes that the next year's situation in the Southeast will be such that greater numbers of white applicants will appear. It may be that special recruiting trips will have to be made into all-white, or nearly all-white, schools in order to effect this.

A second difficulty lies in obtaining enough males for the Institute enrollment, especially considering the tremendous role and importance played by the male figure in the minority school. This problem seemed more apparent this year than last, with about twenty-five females to fifteen males. While only two white females attended the Institute last summer, however, five attended this summer. This rise in attendance of female whites suggested some progress in that area. It may be that additional money may have to be offered, or the certainty of receiving graduate credit, in order to draw more whites and/or males, given.

Lecturer Evaluation Form

Friday, June 30, 1967

The following is a form designed to measure your response to the various lecturers that have visited the Institute during the first three weeks. You will note that the objective evaluation section is divided into two parts - "quality of presentation" and "degree of preparedness." "Quality of presentation" is taken to include the following aspects: fluency and ease of expression; clarity of ideas; evidence of coherence, orderly structure, and integration of presentation; ability to sustain interest of listeners; enthusiasm about subject; and responsiveness to feedback from group. Secondly, "degree of preparedness" includes the following aspects for your consideration in answering: breadth of information; depth of information; soundness of arguments presented in support of thesis and basic position(s) or major points; and overall cogency of argument. Circle the number in the objective evaluation section that best describes the shading of your feeling about this particular lecturer.

The Institute staff is especially interested in your written comments, so please include as many of them as you think are relevant.

1. Dr. Jonathan Jackson - Overview, Background and A Summary of Negro Literature, Negro Religion

   a. Quality of presentation (see introduction)

   High 1 2 3 4 5 6 7 Low

   b. Degree of preparedness (see introduction)

   Well Prepared 1 2 3 4 5 6 7 Poorly Prepared

   Written Comments:

2. Dr. Vivian W. Henderson - The Economic Status of the Negro In America

   a. Quality of presentation (see introduction)

   High 1 2 3 4 5 6 7 Low

   b. Degree of preparedness (see introduction)

   Well Prepared 1 2 3 4 5 6 7 Poorly Prepared

Written Comments:

3. Dr. Wiley Bolden - Personality Development of the Negro Child
   a. Quality of presentation (see introduction)
      High 1 2 3 4 5 6 7 Low
   b. Degree of preparedness (see introduction)
      Well prepared 1 2 3 4 5 6 7 Poorly prepared
      Written Comments:

4. Dr. Ina C. Brown - The Cultural Background of the Negro
   a. Quality of presentation (see introduction)
      High 1 2 3 4 5 6 7 Low
   b. Degree of preparedness (see introduction)
      Well prepared 1 2 3 4 5 6 7 Poorly prepared
   Written Comments:

5. Dr. J. Mason Brewer - Protest and Courage in American Negro Folklore
   a. Quality of presentation (see introduction)
      High 1 2 3 4 5 6 7 Low
   b. Degree of preparedness (see introduction)
      Well prepared 1 2 3 4 5 6 7 Poorly prepared
      Written Comments:

6. Mr. David Kirkpatrick - Achievement in the Desegregated School, the Social Psychology of Prejudice and Cognitive and Linguistic Development in the Child

a. Quality of presentation (see introduction)

High 1 2 3 4 5 6 7 Low

b. Degree of preparedness (see introduction)

Well Prepared 1 2 3 4 5 6 7 Poorly Prepared

Written comment:

7. Mr. Clyde Faulkner - The Sociology of Race Relations

a. Quality of presentation (see introduction)

High 1 2 3 4 5 6 7 Low

b. Degree of preparedness (see introduction)

Well Prepared 1 2 3 4 5 6 7 Poorly Prepared

Written Comment:

8. Miss Jerrilyn McGhee - A Portrait of Lightning

a. Quality of presentation (see introduction)

High 1 2 3 4 5 6 7 Low

b. Degree of preparedness (see introduction)

Well prepared 1 2 3 4 5 6 7 Poorly Prepared

Written Comment:

Lecturer Evaluation Form

Friday, July 14, 1967

The following is a form designed to measure your response to the various lecturers that have visited the Institute during the first three weeks. You will note that the objective evaluation section is divided into two parts- "quality of presentation" and "degree of preparedness." "Quality of presentation" is taken to include the following aspects: fluency and ease of expression; clarity of ideas; evidence of coherence, orderly structure, and integration of presentation; ability to sustain interest of listeners; enthusiasm about subject; and responsiveness to feedback from group. Secondly, "degree of preparedness" includes the following aspects for your consideration in answering; breadth of information; depth of information; soundness of arguments presented in support of thesis and basic position (s) or major points; and overall cogency of argument. Circle the number in the objective evaluation section that best describes the shading of your feeling about this particular lecturer.

The Institute staff is especially interested in your written comments, so please include as many of them as you think are relevant.

1. Dr. Jonathan Jackson - Overview, Background and A Summary of Negro Literature, Negro Religion

   a. Quality of presentation (see introduction)

   High 1 2 3 4 5 6 7 Low

   b. Degree of preparedness (see introduction)

   Well Prepared 1 2 3 4 5 6 7 Poorly Prepared

   Written Comments:

2. Dr. Darwin Turner - An Outline for a Study of Literature by Negroes

   a. Quality of presentation

   High 1 2 3 4 5 6 7 Low

   b. Degree of preparedness

   Well Prepared 1 2 3 4 5 6 7 Poorly Prepared

   65

   Written Comments:

3. Dr. Jeanne Noble - Human Relations and Community Problems

   a. Quality of presentation

   High 1 2 3 4 5 6 7 Low

   b. Degree of preparedness

   Well 1 2 3 4 5 6 7 Poorly Prepared
   Prepared

   Written Comments:

4. Mr. Joe L. Tucker - "Ghetto Housing"

   a. Quality of presentation

   High 1 2 3 4 5 6 7 Low

   b. Degree of preparedness

   Well 1 2 3 4 5 6 7 Poorly Prepared
   Prepared

   Written Comments:

5. Mrs. Wiley S. Bolden - The Negro and American Politics

   a. Quality of presentation

   High 1 2 3 4 5 6 7 Low

   b. Degree of preparedness

   Well 1 2 3 4 5 6 7 Poorly Brepared
   Prepared

   Written Comments:

6. Mr. Benjamin Brown - The Legal Status of the Negro

   a. Quality of presentation

   High 1 2 3 4 5 6 7 Low

b. Degree of preparedness

Well Prepared 1 2 3 4 5 6 7 Poorly Prepared

Written Comments:

7. Mr. David Kirkpatrick - Achievement in the Desegregated School, the Social Psychology of Prejudice and Cognitive and Linguistic Development in the Child

a. Quality of presentation

High 1 2 3 4 5 6 7 Low

b. Degree of preparedness

Well Prepared 1 2 3 4 5 6 7 Poorly Prepared

Written Comments:

8. Mr. Clyde Faulkner - The Sociology of Race Relations

a. Quality of presentation

High 1 2 3 4 5 6 7 Low

b. Degree of preparedness

Well Prepared 1 2 3 4 5 6 7 Poorly Prepared

Written Comments:

9. Mr. Vernon E. Jordan - The Negro Vote in the South

a. Quality of presentation

High 1 2 3 4 5 6 7 Low

b. Degree of preparedness

Well 1 2 3 4 5 6 7 Poorly Prepared
Prepared

Written Comments:

10. Mrs. Barbara Whitaker - The Negro Family

a. Quality of presentation

High 1 2 3 4 5 6 7 Low

b. Degree of preparedness

Well 1 2 3 4 5 6 7 Poorly Prepared
Prepared

Written Comments:

11. Mr. Robert Fishman - Race Relations in the United States and International Politics

a. Quality of presentation

High 1 2 3 4 5 6 7 Low

b. Degree of preparedness .

Well 1 2 3 4 5 6 7 Poorly Prepared
Prepared

Written Comments:

PHILOSOPHY UNDERLYING THE INCLUSION OF AUDIO VISUAL-AIDS

Visual aids and audio-visual aids are familiar terms in the realm of education. The importance of aids have been demonstrated for many years. Schools recognized this value as far back as 1936, when only four per cent were equipped with projectors.

Because of the role of audio-visual aids in instruction, a limited number of aids have been included as an integral part of this institute.

Objectives in the use of audio-visual aids in the Institute Program are:

1. To foster meaningful learning experiences.
2. To aid in clarifying ideas and increasing retention.
3. To suggest various aids for use in ones own area of work.

The aids listed on the following pages will be used throughout the institute, in one context or another, and should offer the counselor, teacher and others who work with children some, suggestions on an area of use, cost, and sources where materials may be obtained.

COMMON SESSIONS

Aid	Title	Price	Month	Date	Time
Film	Children Without	$5.00	June	12	3:00 p.m.

Too many children in American cities are without parental love and care, without the basic requisites of daily living, without the many experiences which help them develop their potentialities. The film takes the viewer into a Detroit public school where teachers and counselors establish the warm relationships such children need, and provide positive learning experiences for them.

Film	A Morning for Jimmy	$5.00	June	13	3:00 p.m.

28 minutes, black and white. A true story of a young Negro boy who encounters racial discrimination while seeking part-time employment. His disillusionment is slowly overcome through the wise counsel of his teacher who takes Jimmy on visits where Negroes are successfully employed in their chosen fields. Jimmy begins to understand that with proper education and training he, too, can find his proper place.

MATERIALS LABORATORY

Film	"14th Generation Americans"	$7.50	June	14	3:00 p.m.

Reviews the whole history of Negroes in America, the Negro's role in government since the Reconstruction Days as well as his many and various contributions to every aspect of American life.

Film	"The Newest New Negro."	$7.50	June	15	3:00 p.m.

An examination of the new direct-action from which Negro protest is taking today--the significance of sit-ins and freedom rides and the major changes in the status of the Negro American in recent years are considered. Examples of Negro educational and economic improvement and future possibilities for advancement are discussed with guest: Whitney Young, Executive Director of the National Urban League.

Film	"Face to Face."	$7.50	June	16	3:00 p.m.

The problem of bringing groups together in mutual understanding and trust is here explored. Recent polls and research have demonstrated that prejudice and discrimination do not always go together nor are they always directed at the same objects.

Aid	Title	Price	Month	Date	Time
Film	To Live Together	$3.00	June	19	3:00 p.m.

34 minutes, black and white. The difficulties encountered and experiences shared by children at an interracial summer camp. The film shows that to learn democracy, children must have a chance to live it.

Filmstrip	Rumor Clinic	Free	June	20	3:00 p.m.

5½ minutes, black and white. The case history of a rumor, how it starts, spreads and its results. An excellent discussion starter, as it poses the question: What should be our defense against rumors? Film then calls for projector to be stopped, with audience discussion to follow.

Filmstrip	Rabbit Brothers	Free	June	20	3:00 p.m.
Film	Boundary Lines	$3.00	June	21	3:00 p.m.

11½ minutes, color. Explores various imaginary boundary lines that divide people from each other--and shows that such lines have no true basis in reality. Use for color cartoon, art and music make an appeal to greater understanding among all people (a sequel to this is Picture in Your Mind).

Film	Picture in Your Mind	$4.00	June	22	3:00 p.m.

16 minutes, color, a sequel to Boundary Lines. An imaginative cartoon, narrated by Walter Abel, which shows the tribal roots of prejudice and asks each individual to reexamine his conscience to see if his mental picture of the man "across the river" is realistic or distorted. Gets its message across through an effective combination of colors, music and the spoken word.

Film	Unlearning Prejudice	$3.00	June	23	3:00 p.m.

A kinescope in the NBC "Open Mind" series. Panel of Benjamin Epstein, ADL National Director; Elmo Roper, public opinion analyst; and Marie Jahoda, New York University professor of Psychology, discuss various aspects of anti-social prejudice. A good discussion starter.

Aid	Title	Price	Month	Date	Time
Film	Can We Immunize Against Prejudice	$3.00	June	26	3:00 p.m.
	6½ minutes, black and white. Narrated by Eddie Albert. Three sets of parents use different methods to prevent prejudice in their children. When racial and religious bias develops nevertheless, the film asks wherein the parents have failed. A good audience-participation film since it provides an "open end" or "stop the projector" technique, at which point audience discussions can take place.				
Film	The High Wall	$3.00	June	28	3:00 p.m.
	30 minutes, black and white, cleared for TV. Case study of a young bigot. Describes how he became "infected" and how his home life fostered the development of prejudice. The film shows that prejudice is a contagious disease which spreads from adult to child.				
Film	The Victims	$7.50	June	28	3:00 p.m.
	50 minutes/black and white/cleared for TV. Dr. Benjamin Spock, author, teacher and pediatrician, diagnoses the causes of prejudice in children. He finds it a crippling disease, harmful to those who are the recipients of its insidious effects and to those who inflict it. Through a series of interviews, Dr. Spock demonstrates that adults are the carriers of the virus-but they also have the power to cure. The film, narrated by Pat Hingle, was produced by the Anti-Defamation League of B'nai B'rith in cooperation with Westinghouse Broadcasting Company.				
Film	Incident on Wilson Street	$7.50	June	29	3:00 p.m.
	50 minutes/black and white/not cleared for TV. A dramatic documentary of a group of fifth-graders at an All-Day Neighborhood School involved in an educational program designed to provide an enriched curriculum for underprivileged children in the higher elementary grades. Originally seen on NBC's SHOW OF THE WEEK, the film reveals what can be achieved through an intelligent, dedicated and realistic approach to the underprivileged child and his needs.				
Film	For All My Students		June	30	3:00 p.m.

Aid	Title	Price	Month	Date	Time
Film	Brotherhood of Man	$5.00	July	3	3:00 p.m.

Based on the Public Affairs Pamphlet, The Races of Mankind --weaves a background of scientific findings into a thesis that racial characteristics are not as fundamental as commonly believed. Also, it holds that prejudice rather than fact contributes to one races's feeling of superiority over another.

Film	No Man Is An Island	$5.00	July	5	3:00 p.m.

Human relations is the theme of this kinescope. Two friends, one white, one Negro, find their friendship tested by the fears and prejudices for a community. In the process, they come to ask each other (and the audience) key questions about their ability to cope with the prejudices about them.

Order from: Anti-defamation League of B'Nai B'Rith (ADL Catalog--Audio-Visual 41 Exchange Place, S.E., Atlanta, Georgia, 30303.

Name ______________________ Name of Film ____________________

Color ( ) Black and White ( )

SCORE CARD FOR CHECKING FILM EVALUATION

Quality	Perfect Score	Your Rating	Explanation or Description of Term
Properly Colored	10	( )	Is the color essential? If colored, is the coloring truthful and artistic?
Truthful	25	( )	Does the picture actually represent a true situation or is it a copy of a fanciful drawing or painting? Does it convey a true impression? Is it typical or is it unusual? Is it natural, not posed?
Authentic	10	( )	Are the facts or sources of the picture well enough vouched for to make possible the assumption that truthfulness is inherent?
Relevant	20	( )	Is the picture pertinent to the subject under discussion? Is it appropriate to the group to whom it is shown? Is it within their level of appeal and understanding?
Significant	15	( )	Does the picture portray a fact, events or objects of importance. Does it direct attention to significant facts or are they obscured by unimportant details?
Stimulative	20	( )	Does the picture possess characteristics which may be utilized by a competent teacher to develop thought activity? Does it raise questions and problems? Does it picture procedure, life of people, human contact, etc., rather than merely views?

Evaluation Form

Friday

This evaluation form is intended to measure your final reaction to the various sub-programs of the Institute, in terms of their worth to you. A "1" or a "7" response denotes an extreme opinion, whereas any other number in between indicates some shading of the two extremes, with the exception of number 4 which indicates a neutral answer.

Please circle your choice.

1. Sub-program #1 (Sociology of Race Relations: Mr. Faulkner)

A. Program content:

1. Mostly new; no overlap with previous courses	1	2	3	4	5	6	7	Redundant; nothing new.
2. Interesting; stimulating; provocative.	1	2	3	4	5	6	7	Boring; unexciting.
3. Worthwhile; meaningful; profitable.	1	2	3	4	5	6	7	Worthless; a waste of time energy.
4. Relevant; an integral part of the Institute as a whole.	1	2	3	4	5	6	7	Irrelevant; difficult to see connection with Institite as a whole.

B. Discussion groups or class discussions:

1. Enjoyable; stimulating.	1	2	3	4	5	6	7	Tedious; boring
2. Profitable; meaningful.	1	2	3	4	5	6	7	Worthless; a waste of time.

C. Other comments:

II. Sub-program #2 (Psychology and Problems in the Desegregated School: Dr. Noble and Mr. Kirkpatrick)

A. Program content:

1. Mostly, new no overlap with previous courses.	1	2	3	4	5	6	7	Redundant; nothing new.
2. Interesting; stimulating; provocative.	1	2	3	4	5	6	7	Boring; unexciting.
3. Worthwhile; meaningful; profitable.	1	2	3	4	5	6	7	Worthless; a waste of time and energy.
4. Relevant; an integral part of the Institute as a whole.	1	2	3	4	5	6	7	Irrelevant; difficult to see connection with the Institute as a whole.

B. Discussion groups or class discussions:

1. Enjoyable; stimulating.	1	2	3	4	5	6	7	Tedious; boring
2. Profitable; meaningful.	1	2	3	4	5	6	7	Worthless; a waste of time.

C. Other comments:

III. Sub-program #3 (Dynamics of Race Relations: Dr. Jackson)

A. Program content:

1. Mostly new; no overlap with previous courses.	1	2	3	4	5	6	7	Redundant; nothing new.
2. Interesting; stimulating; provocative.	1	2	3	4	5	6	7	Boring; unexciting.

3. Worthwhile; meaningful; profitable.	1 2 3 4 5 6 7	Worthless; a waste of time and energy.
4. Relevant; an integral part of the Institute as a whole .	1 2 3 4 5 6 7	Irrelevant; difficult to see connection with Institute as a whole.

B. Discussion groups or class discussions:

1. Enjoyable; stimulating.	1 2 3 4 5 6 7	Tedious; boring
2. Profitable; meaningful.	1 2 3 4 5 6 7	Worthless; a waste of time.

C. Other comments:

IV. Sub-program #4 (Human Relations Practicum: Dr. Noble & Mr. Kirkpatrick

A. Program content:

1. Mostly new; no overlap with previous courses.	1 2 3 4 5 6 7	Redundant; nothing new.
2. Interesting; stimulating; provocative.	1 2 3 4 5 6 7	Boring; unexciting.
3. Worthwhile; meaningful; provocative.	1 2 3 4 5 6 7	Worthless; a waste of time and energy.
4. Relevant; an integral part of the Institute as a whole.	1 2 3 4 5 6 7	Irrelevant; difficult to see connection with Institute as a whole.

B. Discussion groups or class discussions:

1. Enjoyable; stimulating.	1 2 3 4 5 6 7	Tedious; boring
2. Profitable; meaningful.	1 2 3 4 5 6 7	Worthless; a waste of time.

C. Other comments:

V. Sub-program #5 (Audio-Visual: Mr. Gillespie)

A. Program content:

1. Mostly new; no overlap with previous courses.	1 2 3 4 5 6 7	Redundant; nothing new.
2. Interesting; stimulating; provocative.	1 2 3 4 5 6 7	Boring; unexciting.
3. Worthwhile; meaningful; provocative.	1 2 3 4 5 6 7	Worthless; a waste of time and energy.
4. Relevant; an integral part of the Institute as a whole.	1 2 3 4 5 6 7	Irrelevant; difficult to see connection with Institute as a whole.

B. Discussion groups or class discussions:

1. Enjoyable; stimulating.	1 2 3 4 5 6 7	Tedious; boring.
2. Profitable; meaningful.	1 2 3 4 5 6 7	Worthless; a waste of time and energy.

C. Other comments:

VI. Other comments on the Institute to date, specific or general:

Appendix D

Individual Research Projects

Book Reviews

Name	Title of Project
Mrs. Sara B. Barnett	Teaching the Culturally Deprived (Frank Riessman)
Mrs. Elizabeth Bolden	Children of Bondage (Allison Davis and John Dollard)
Miss Wanda Breedlove	A Participant Views The Black Bourgeoisie (E. Franklin Frazier)
Mr. Neill Bridges	"Understanding the Needs of Negro Childhood"
Mrs. Mary Callins	Ego Development Among Segregated Negro Children (David and Pearl Ausubel)
Mrs. Lela Coman	Caste and Class in a Southern Town (John Dollard)
Mr. Robert L. Cotton	The Souls of Black Folk (W.E.B. DuBois)
Mr. James M. Daniel	Social Psychology (Kimball Young) - Some Implications Drawn from this Institute
Mrs. Hester Edmonds	Black Like Me (John Howard Griffin)
Mr. J. Maurice Fain	An Autobiography of an Ex-Colored Man (
Mr. Kirby Freeman	The Autobiography of Malcolm X (Malcolm X)
Mrs. Mary F. Gant	Growing Up in River City (Havighurst and Bowman) - The Children and the Community
Miss Peggy Hadaway	This is My Country, Too (John A. Williams)
Mrs. Ella D. Heard	The Nature of Prejudice (Gordon Allport)
Mrs. Corinne Hosch	Notes of a Native Son (James Baldwin)
Mrs. Margaret Jenkins	The Lords of Hell (Sara Harris and Lucy Freeman)

Name	Title of Project
Mrs. Margaret Johnson	Compensatory Education for the Dis-Advantaged (Edmund W. Gordon and Boxey Wilkerson)
Mr. Walter Johnson	Negro History - The Negro Revolt (Louis Lomax)
Miss Dorothy Kain	Black Like Me (John Howard Griffin)
Mrs. Bobbie Kirby	"Mental Disorders"
Mr. Ralph Lowe	Black Like Me (John H. Griffin)
Mrs. Lucealus McWhorter	Black Like Me (John H. Griffin)
Mrs. Geraldine Mitchell	Nigger (Dick Gregory)
Mr. David Nunnally	Some Aspects of the Negro as They May Relate to a book title: Black Like Me as it relates to the Desegregated Institute for Effective Service and Leadership in Schools
Mrs. Alsie H. Parks	The Dynamics of Race Relations - Are You Running With Me, Jesus? (Malcolm Boyd)
Mrs. Willie G. Randall	The Other America (Michael Harrington)
Mr. Dick Riner	Nigger (Dick Gregory)
Mr. Fred Sartain	Native Son (Richard Wright)
Mrs. Eva B. Walls	Race Awareness in Young Children - A study of how racial attitudes begin among four-year olds
Mr. Melvin Waples	Black Like Me (John H. Griffin)
Mrs. Ola Washington	Willie Mae (Elizabeth Kytle)
Mrs. Rebecca Wideman	Up the Down Staircase (Bel Kaufman)
Miss Annie Williams	The Negro in the Making of America (Benjamin Quarles)
Mrs. Jean C. Wilson	Toward True Democracy in Public Schools - Token Desegregation and Beyond (Kenneth Moreland)
Mrs. Pearle P. Wood	Educational Problems of Segregation and Desegregation (John H. Fischer)

Appendix E

Prospective Field Trips

One of the objectives of the Institute is to provide opportunities for the participants to increase their social awareness through exposure to aspects of American culture which they otherwise might not encounter. To this end, the following list of prospective field trips has been compiled.

Each participant should take the initiative himself in making arrangements by telephone to visit two of the institutions listed below, on the mornings of June 27 and 28. The visits may be undertaken individually or in small groups. The most important considerations in selecting places to visit are that they represent areas of American life which are unfamiliar and are of personal interest. Hint: Why go to Wheat Street Baptist Church on a field trip if you are already a member of that denomination?, etc.

Each participant should prepare a short descriptive and evaluative account of his experiences during the field trips. Trip expenses will be subsidized, at least partly. These reports are to be given to David Kirkpatrick. In addition, he will provide you with a better-than-average report from last year's Institute, upon request.

1.	Southern Christian Leadership Conference	Mr. Offenburger	522-1420
2.	Office of the Urban League - National Office	Mr. Crooks 78 Marietta, N.W.	688-8778
3.	American Civil Liberties Union		
	Georgia Office	52 Fairlie Street	523-5398
	Regional Office	5 Forsyth Street (Miss Coplan)	523-2721
4.	Ebenezer Baptist Church	413 Auburn Avenue	688-7263
5.	First Congregational Church	105 Courtland, N.E.	688-3757
6.	Store Front Churches	(see Johathan Jackson)	
7.	Church of the Master United Presbyterian Church	Rev. Costen and Rev. McDonald	349-2621
8.	Quaker House	1384 Fairview Rd.	373-7986
9.	Georgia Council on Human Relations	Mr. Wahrftig 52 Fairlie	525-6468
10.	International Brotherhood of Teamsters	Mr. Zivalich 2540 Lakewood Ave.	622-0521

11.	Southern Regional Council	Mr. Jim Wood 5 Forsyth Street	522-8764
12.	Federal Job Information Center	Mr. O'Neal 275 Peachtree, N.E.	526-4315
13.	Vine City Summer Tutorial Project	Mr. Chase Mr. Henderson	523-8790 525-4136
14.	SWAP	Dr. Withers	522-5013
15.	SWAP Community Meeting - Friday evening, June 23	Dr. Withers	522-5013
16.	American Friends Service Committee	Miss Curry 41 Exchange Place	523-6629
17.	Vine City Community Council	Mrs. Howard Mrs. Clark	525-3111
18.	Student Non-Violent Coordinating Committee		688-0331 524-0105

19. The members may make arrangements of their own to visit places not listed above, but which nevertheless offer a fresh insight into the changing social scene. These should be cleared with David Kirkpatrick before arrangements are made finally.

Appendix F

Field Trips

Site	Visited by the Following Number of Participants
1. Carrie Steele Pitts Home	16
2. Southern Regional Council	1
3. The Church of the Master United Presbyterian Church	1
4. The International Brotherhood of Teamsters	4
5. The American Civil Liberties Union Regional Office	4
6. The Fulton County Juvenile Court	22
7. The Student Non-Violent Co-ordinating Committee	4
8. Southern Christian Leadership Conference	3
9. The Federal Job Information Center	3
10. The Night Witch	40
11. A trip to Dixie Hills	2
12. The Wheat Street Baptist Church	2
13. Ebenezer Baptist Church	1
14. Personal Experience in South East Atlanta	1